

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

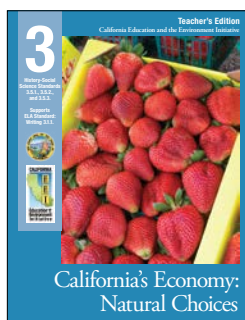
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

3.5.1., 3.5.2., and 3.5.3.—California's Economy: Natural Choices



In this unit, students learn about the natural resources, human resources, and capital resources needed to manufacture goods, and the benefits that result from their production. Students also recognize that economic choices involve considerations ranging from human health to legal concerns. They discover that these decisions are important because they influence natural resources and the human community. By examining California's natural resources, including soils, timber, minerals, and water, students realize that California's economy partially depends on the availability of these natural resources. Once students are familiar with the major economic products of California and of their local county, they analyze the relationship between these products and the availability of natural resources, leading to predictions about what would happen if these resources were no longer available.

LESSONS

	RI.3.1	RI.3.2	RI.3.3	RI.3.4	RI.3.7	RI.3.10	W.3.1	W.3.2	W.3.6	W.3.7	W.3.8	W.3.10	SL.3.1	SL.3.2	SL.3.3	L.3.4
1	✓	✓		✓	✓	✓		✓			✓		✓	✓		✓
2	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓
3	✓			✓	✓		✓				✓	✓	✓			✓
4	✓			✓							✓		✓	✓	✓	✓
5	✓			✓				✓			✓		✓			✓
Traditional Assessment	✓		✓					✓								
Alternative Assessment	✓		✓				✓	✓								

COMMON CORE STANDARDS

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 19–20 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class, small groups
- **Lesson 2:** Whole class, small groups
- **Lesson 3:** Whole class
- **Lesson 4:** Whole class, independent
- **Lesson 5:** Whole class, small groups, and independent

National Geographic Resources

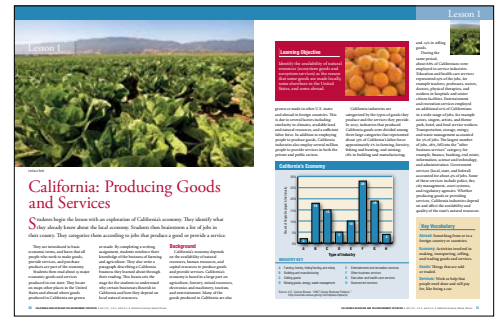
- **People and the Environment** wall map (Lessons 1 and 2)
- **Natural Regions** wall map (Lesson 2)
- **Political** wall map (Lesson 2)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students answer short-answer, and fill-in-the-blank questions. Then they write sentence answers to questions and answer multiple-choice questions, and write two paragraphs that give explanations or descriptions.	<p>RI.3.1: Ask and answer questions to demonstrate understanding...</p> <p>RI.3.3: Describe the relationship between a series of... concepts...</p> <p>W.3.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts...and details.</p> <p>c) Use linking words and phrases...</p>
Alternative Assessment	
Students think of a business that would be good to have in their community, based on the resources available, and weigh the costs and benefits of starting such a business. They write and draw pictures about the business.	<p>RI.3.1: Ask and answer questions to demonstrate understanding...</p> <p>RI.3.3: Describe the relationship between a series of... concepts...</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>c) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d) Provide a concluding statement or section.</p> <p>W.3.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts...and details.</p> <p>c) Use linking words and phrases...</p>

Lesson 1: California: Producing Goods and Providing Services

Students brainstorm a list of jobs in their county and categorize them according to producing a good or providing a service. They read **California Connections: Business in California** to learn about California's economy and to identify other places in the United States and abroad where these products are also produced.



National Geographic Resources

- **People and the Environment** wall map

Session 1

Use this correlation in place of the **Procedures** on page 34 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases in all content areas. CA</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area...</p>
Step 1	
<p>Tell students that for the next few days they are going to learn and talk about some of the businesses in California and in their own county. Explain that they discuss why these businesses are here, how they depend on the environment, and what kinds of decisions people in business must make.</p> <p>Ask students to state aloud as many jobs as they can think of, and write the generic job titles on chart paper or the board. If students mention a job more than once, place a check mark next to the word so all student contributions are acknowledged.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)... building on others' ideas and expressing their own clearly.</p>
Step 2	
<p>Tell students that all the jobs they have named are part of the economy of their county. Explain that things people sell are called "goods." People are also paid for doing things; for instance, doctors, hairstylists, housekeepers, and farm workers are paid for their "services." Call students' attention to the Jobs We Know About Chart. Have students review the list of jobs they created in Step 1. Have them state whether a person in that job provides a good, a service, or both. Record students' answers on the Jobs We Know About Chart. (Note: <i>Sample Answers are provided in the Teacher's Edition</i>.)</p> <p>Explain to students that people buy goods and services; we are "consumers" and this is another aspect of the economy.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions...</p> <p>b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Ask students the following questions:</p> <ul style="list-style-type: none"> ■ Are all the jobs that you listed on the Jobs We Know About Chart part of the economy where you live? (<i>The answer is probably “Yes,” but it will depend on the jobs students have listed.</i>) ■ Are you part of the economy? (Yes) Why? (<i>We are consumers because we buy things to eat and clothes to wear; and pay for medical services and entertainment, so we are buying goods and services.</i>) <p>Tell students that, in the next session, they will learn about the many different types of businesses found across California. Mention that they will also find out about goods that come from somewhere in the United States.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions...</p> <p>b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

Session 2

Use this correlation in place of the **Procedures** on page 35 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Call students’ attention to the People and the Environment wall map. Explain that the map shows how land is used and some of the jobs that people do in California. Show California Connections: Business in California (Information Cards #1–14). Tell them that each of these information cards describes a “good” or “service” made in California. Explain that each card also provides information about other places in the United States and abroad, foreign countries, where the same goods are grown or made.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>Suggestion: <i>As they read the text in the following steps, have students refer back to what they know from the map to increase understanding of the text.</i></p>
Step 2	
<p>Point to the United States and World wall maps. Show students the California Goods (Teacher’s Masters, page 2) pieces and tell them that they will use the different maps to show that the same goods that are made in California and in other places. Ask a volunteer to select and read aloud from one of the California Connections: Business in California information cards, from #2–14. Have the student tape the information card to the space around the People and the Environment wall map. Have two other volunteers tape the corresponding California Goods pieces (for example, “Oranges”) to another state in the United States and to a foreign country where the good is also grown or made. (<i>Note: If needed, help students identify which of the places listed on the cards are elsewhere in the United States and which are abroad.</i>) Ask for additional volunteers to select, read aloud, and then tape one of the information cards to the space around the People and the Environment wall map, until all information cards have been posted.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>Suggestion: <i>Have students identify the illustrations and text that work together to explain where, when, why and how key events occur.</i></p> <p>RI.3.10: ...read and comprehend informational texts, including...history/social studies...texts,...independently and proficiently.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually...and orally.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Once students have taped all the information cards around the People and the Environment wall map, ask them, “Why do you think that these goods all come from California?” (<i>We have farmland, we have Hollywood, we have pretty places to visit.</i>)</p> <p>Follow the same process with all the other California Goods pieces by having students tape them on the United States and World wall maps. Ask students, “Why do you think that each of these goods is also grown or made in other states in the United States and abroad?” (<i>The state and country have similar climates; they have the necessary natural resources; they have enough land to grow the crops or build factories; they have enough people to work in the related jobs.</i>)</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>RI.3.10: ...read and comprehend informational texts, including...history/social studies...texts,...independently and proficiently.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (... teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually...and orally.</p>
Step 4	
<p>Distribute a Student Workbook to each student. Tell them to turn to Made in California (Student Workbook, pages 2–4). Review the instructions and explain to students that they should use what they learned from the information cards and wall maps to complete each part. (<i>Note: If possible, leave the People and the Environment wall map, California Connections: Business in California information cards, and the Jobs We Know About Chart on display for use in following lessons.</i>)</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary <p>Collect Student Workbooks and use Made in California for assessment.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>RI.3.2: Determine the main idea...; recount the key details...</p> <p>RI.3.10: ...read and comprehend informational texts...</p> <p>Suggestion: <i>This can be done in small groups. Also, model how to locate the key details in the text to write the information on the workbook page.</i></p> <p>W.3.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts...and details.</p> <p>c) Use linking words and phrases...</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Suggestion: <i>Assist students in understanding which item of information to place in each category.</i></p>

Lesson 2: What Comes from My County?

Students sort California's major products into eight industry categories and make predictions about which industries are in their county based on the natural resources available. Then they interpret a bar graph showing the major industries in their county and they write a paragraph on why their county is a good place for these industries to do business.



National Geographic Resources

- **Natural Regions** wall map
- **People and the Environment** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 60–71 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
Point to the Jobs We Know About Chart developed in Lesson 1. Tell students that another word for the work that people do is "labor." Explain that people who do work are called "laborers." Point to the list of jobs on the chart paper and ask students, "What is another word to describe all these adults who do work?" (<i>Laborers</i>)	n/a
Step 2	
<p>Explain that labor (the work people do) and the goods and services people make and provide are part of an "industry." Project Industries in the California Economy (Visual Aid #1). Tell students that in California there are many industries, but the biggest industries in the state are the ones listed on the visual aid.</p> <p>Read aloud the name of each of the industry and share the following information with students:</p> <ul style="list-style-type: none"> ■ Farming, forestry, fishing/hunting, and mining: This category includes all farming of plants; the fishing, hunting, and ranching of animals that are used for food or other things like clothing; the planting and harvesting of trees for wood; and the taking of rocks or minerals from the ground, like gold, silver, sand, and gravel. 	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>RI.3.10: ...read and comprehend informational texts, including...history/social studies...texts,...independently and proficiently.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually...and orally.</p> <p>Suggestion: Have students work in small groups of 4 to 6 to discuss other products and which type of industry they fit into. Then have them share their answers with the class.</p> <p>Suggestion: Provide students time to re-read the text individually by creating a handout about the industries listed.</p>

Procedures	Common Core Standards and Applications
<p>Step 2 (Continued):</p> <ul style="list-style-type: none"> ■ Building and manufacturing: This category includes all construction, like the building of roads, parks, and buildings and other structures; and manufacturing, making of products in factories. ■ Selling goods: This category includes all the businesses that sell products in large quantities to other businesses; and businesses, such as department stores, grocery stores, nurseries, gas stations and convenience stores that sell products to people. ■ Moving goods, energy, waste management: This category includes the transporting of goods (for example, agricultural products, equipment, oil) by truck, train, ship, or plane; the places (warehouses) where products and equipment are stored; the businesses that make electricity and provide the gas used in our homes and businesses; and the businesses that collect our trash and sewage, clean our water, and run recycling centers and manage solid waste in landfills. ■ Entertainment and recreation: This category includes all the businesses that make TV shows, movies, and music; and run amusement parks, hotels, and restaurants. ■ Other business services: This category includes: banks, real estate, information (newspapers), and science-related businesses (for example, research centers), and others. ■ Education and health care: This category includes schools, universities, hospitals, day care centers, and senior citizen facilities, and others. ■ Government services: This category includes the police department, fire department, the court system, and parks departments, and others. <p>Tell students that industries like farming and construction make products, for example, food and buildings. Explain that there is another type of industry that is important to our state, a “service industry.” These industries include, for example, businesses and institutions like car repair shops, landscape companies, schools, and hospitals that help that people with their work and needs.</p> <p>Ask students to name jobs from the Jobs We Know About Chart, or others that belong under each of these industries. Write the names of the jobs underneath the corresponding industry on Industries in the California Economy. (Note: Students’ answers will depend on the jobs they have listed previously and that they share now.)</p> <p>Have students categorize the 13 products on the California Connections: Business in California (Information Cards #2–14) that are posted around the People and the Environment wall map. As students name each product and job (service) and identify the correct industry to which it belongs, write the name of the product in the corresponding column on Industries in the California Economy. (Note: An Answer Key and Sample Answers for Industries in the California Economy are provided on page 63.)</p>	

RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...

RI.3.10: ...read and comprehend informational texts, including...history/social studies...texts,...independently and proficiently.

SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually...and orally.

Suggestion: Have students work in small groups of 4 to 6 to discuss other products and which type of industry they fit into. Then have them share their answers with the class.

Suggestion: Provide students time to re-read the text individually by creating a handout about the industries listed.

Procedures	Common Core Standards and Applications
<p>Step 3</p> <p>Ask students which of these industries are part of the local economy. (<i>Answers will depend on students' understanding of and experience with their economy.</i>) Explain that they are now going to look at data (information) about the economy in their county.</p> <p>Distribute student's individual Student Workbooks. Tell them to turn to Our State and My County (Student Workbook, pages 5–6). Project California Counties (Visual Aid #2). Tell the class that California is divided into 58 areas called "counties." Tell students that, just as each state in America is different from all other states and can make decisions about what goes on in their state, each county in California is different and can make decisions about what goes on in their particular county.</p> <p>Ask students for the name of the county where their community is located. Assist students in identifying their county on California Counties. (If, necessary, have students use the Political wall map to locate their city or town first.) Direct students to write the name of their county and color it in on Our State and My County with a light-colored crayon or colored pencil.</p> <p>Call students' attention to the Natural Regions wall map. Point out the general location of their county. Discuss the different colors on the map key and point out the forested areas (Mixed Evergreen and Conifer Forest, North Coastal Forest [Redwood], and Oak Woodland), areas that support farms and ranches (mainly Grasslands, Sagebrush Scrub and Pinyon-Juniper Woodland), and the desert (Low Desert and High Desert). Point out lakes and rivers, the ocean, and the coast. Explain that this map does not clearly show all the "natural features" of their county. Ask students, "What are some natural features in our county?" (<i>Answers will vary but may include mountains, ocean, coast, rivers, lakes and desert.</i>) Have students list these natural features in the box labeled "Natural Features in My County" on Our State and My County. Ask students to think of three human-made parts of their county and list those in the box labeled "Human-made Parts of My County." (<i>Answers will vary but may include: schools, stadiums, bridges, and other structures that are well known to students.</i>)</p>	
<p>Step 4</p> <p>Ask the class to predict which of the industries they discussed earlier may be part of the economy of their county. Have them explain the reasons behind their answers. (<i>Answers may include: "I think that the Farming Industry is part of our economy because our county has a lot of space and water, and the People and the Environment map says agriculture is in our part of the state."</i>)</p>	
	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>RI.3.2: Determine the main idea...; recount the key details...</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>RI.3.10: ...read and comprehend informational texts, including...history/social studies...texts,...independently and proficiently.</p> <p>Suggestion: <i>This can be done in small groups. Also, model how to locate the key details in the text to write the information on the workbook page.</i></p> <p>RI.3.7: Use information gained from... the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 4 (Continued):	
<p>Project Our County's Economy Graph (Visual Aid #3). Ask students which industry is the biggest in their county's economy, according to the graph. Ask students which industry on the graph is the smallest in their county's economy (or is not a part of their county's economy). Ask students why they think these industries are located in their county (or not at all). (<i>A sample answer might be: "Manufacturing is a part of our county's economy because we have a lot of people [labor] and roads around, so it is a good place for factories."</i>) Have students look at the graph and list three service industries that are important to their county's economy in the box labeled "Service Industries in My County," and list three other industries in the box labeled "Other Industries in My County" on Our State and My County. (Note: Our County's Economy Graph is used again during Lesson 3.)</p>	<p>RI.3.7: Use information gained from... the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
Step 5	
<p>Tell students to read the questions on page 2 of Our State and My County and write a paragraph to answer the questions on the lines provided.</p> <p>Collect Student Workbooks and use Our State and My County for assessment.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>W.3.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts...and details.</p> <p>c) Use linking words and phrases...</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.7: Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Suggestion: Provide a paragraph frame for struggling writers. In addition, this can be created with digital resources and include visual examples from their local area.</p>

Lesson 3: The Resources Our Industries Need and Use

Students observe photographs of California industries in the past and present and discuss the natural resources needed in each. They help complete a Venn diagram and then describe two local industries and their natural resource needs.



Use this correlation in place of the **Procedures** on pages 82–84 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine...meaning of key words and phrases <i>in all content areas. CA</i></p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
<p>Project Our County's Economy Graph (Visual Aid #3) showing the data from the previous lesson. Remind students that the graph shows the major industries in the economy of their county today.</p> <p>Ask students to imagine what the economy in their county might have been like 100 years ago (before their grandparents were born). Ask, "Do you think these same industries were here in the past?" "Were they as big as they are today?" "What might have been different about them in the past?" (<i>Accept any reasonable answers.</i>)</p> <p>Tell students they are going to look at photographs of industries in California now and in the past. Explain that they should use the photographs to see how these industries have changed, or remained the same, over time.</p>	<p>RI.3.7: Use information gained from illustrations (e.g.,... photographs) and the words in a text to demonstrate understanding of the text...</p>
Step 2	
<p>Have students gather around the table (or floor area) where you have placed Industry in California: Present and Past (Information Cards #15–40) and choose a student to find a pair of information cards that show the same business now and then. Have that student hold up both photographs for the rest of the class to see, and have the other students identify the time period or dates on both photographs, the industry shown, the product being made, and what is the same and different about the labor, resources, and other aspects of the industry in each photograph. When the first pair of photographs has been examined, set them aside and choose another student to select another pair of photographs that show the same industry and have the students discuss the new pair of photographs in the same way as the first.</p>	<p>RI.3.7: Use information gained from illustrations (e.g.,... photographs) and the words in a text to demonstrate understanding of the text...</p> <p>Suggestion: <i>Students should identify specific items in the pictures that support their claims. Have students record their simple phrases and words on a separate sticky note for each set of pictures. Explain that good writers gather evidence to support what they will later write as they review materials.</i></p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
Continue until students examine, discuss, and pair up all of the photographs. Place the Industries in California: Present and Past information cards back on the table (or floor area) when done and have students return to their seats.	<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
Step 3	
<p>Project California's Industries: Change Over Time (Visual Aid #4). Guide students in first filling out the outside circles on the Venn diagram with things they noticed were different about the industries in California in the past, compared with the present. (<i>Note: An Answer Key and Sample Answers for California's Industries: Change Over Time are provided on page 84.</i>)</p> <p>Then, ask students what was the same about the industries they saw. Tell them to think about the natural resources used by each of the industries in the photographs to conduct their business. Fill in the intersection of the circles on the Venn diagram with their ideas.</p>	<p>RI.3.7: Use information gained from illustrations (e.g.,... photographs) and the words in a text to demonstrate understanding of the text...</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
Step 4	
<p>Review the definition of "natural resources." Have three or four students give examples of natural resources they know about.</p> <p>Call students' attention to the Industries and Resources Chart. Project Our County's Economy Graph again and list the major industries in your county in the left-hand column. In the right-hand column, ask students to list all the natural resources in their county that these industries need for their businesses. (<i>Answers will vary based on the industries in the county.</i>)</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>W.3.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Step 5	
<p>Ask, "Did the industries in our county use the same resources in the past as they do today? Why or Why not?" (<i>Answers will vary. If the same industry has persisted over time in the county, it will rely on the same natural resources, although technology may have altered how the natural resources are acquired. If the types of industries have changed over time, then these new industries may rely on different natural resources.</i>) Project California's Industries: Change Over Time again and add "natural resources" to the intersection. Tell students that the industries in their county used the county's natural resources in the past and still use them today.</p> <p>Redistribute students' individual Student Workbooks. Tell them to turn to Our County's Economy: Past and Present (Student Workbook, page 7) and have them complete it independently. If time permits, have students share their answers with the class. Tell them they may look at the Industry in California: Present and Past information cards to help them, if needed.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p>

Procedures	Common Core Standards and Applications
Step 5 (Continued):	
<p>Gather the information cards and add them to the space around the People and the Environment wall map, near the California Connections: Business in California information cards.</p> <p>Collect Student Workbooks and use Our County's Economy: Past and Present for assessment.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p>

Lesson 4: Costs and Benefits of Doing Business

Students discuss the costs and benefits associated with doing business. They complete a chart and write a paragraph comparing and contrasting the benefits and costs incurred by local industries in the past and present.



Use this correlation in place of the **Procedures** on pages 106–107 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine...meaning of key words and phrases <i>in all content areas. CA</i></p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
<p>Show students Cheese from California (Information Card #41). Ask them if cheese is a good or service. (<i>Good</i>) Ask students which of California's industries makes it. (<i>Farming/dairy</i>)</p> <p>Tell students that the making of a product usually has at least one cost and one benefit. Show students the Cost and Benefit Icons (Teacher's Masters, pages 3–5), and name each one: "Natural Resources," "Jobs," "Product/Good," "Labor," and "Money."</p> <p>Tell students that today they are going to work together to figure out the costs and benefits of doing business in some of the industries in their county and state that they have been talking about.</p>	n/a
Step 2	
<p>Call students' attention to the Costs and Benefits Chart. Place Cheese from California in the "Product or Service" column of the Costs and Benefits Chart. Tell students to think about what goes in to making cheese and what the dairy business and our communities get out of making cheese.</p> <p>Ask students:</p> <ul style="list-style-type: none"> ■ Where does milk comes from? (<i>Cows</i>) ■ Does the dairy farmer need to spend money to buy cows, feed them, and give them a place to live, all to make milk? (<i>Yes</i>) ■ Does the dairy farmer need to pay someone to help take care of the cows, milk the cows, and make the cheese? (<i>Yes</i>) 	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of... information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Place the “Money” icon from the Cost and Benefit Icons on the “Cost” side of the Cost and Benefit Chart. Place the “Labor” icon on the “Cost” side of the chart.</p> <p>Ask students:</p> <ul style="list-style-type: none"> ■ What natural resources does the dairy farm use? (<i>Land, grass/hay, and water</i>) ■ Do these natural resources cost the dairy farmer money? (Yes) ■ Does the dairy farm use energy to make cheese? (Yes) ■ Does this energy cost the farmer money? (Yes) <p>Place the “Natural Resources” icon on the “Costs” side of the Costs and Benefits Chart.</p> <p>Tell students to think about what the benefits are of making cheese. Explain to students that the cheese itself is a benefit to people that eat it and to all the businesses that use cheese in their products (other foods). Place the “Product/Good” icon in the “Benefits” column on the Costs and Benefits Chart.</p> <p>Explain to students that the farmer gets money from selling the cheese (product) to people like the students and their families. Place a “Money” icon on the “Benefits” side of the chart.</p> <p>Tell students that there is one other benefit from making cheese that is not on the chart yet. Ask students what they think it is. (<i>Jobs</i>) Explain to students that the business that makes cheese brings jobs into the community where the business is located. Having a job at a dairy and/or cheese factory means that people can make money by working to take care of the cows, making the cheese, and selling the cheese. Place a “Jobs” icon on the “Benefit” side of the Costs and Benefits Chart.</p> <p>The chart should look as follows once you are done with the cheese example.</p> <p>(Note: A sample Cost and Benefits Chart resulting from this discussion is provided on page 107.)</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of... information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Step 3	
<p>Ask students to choose one of the 13 products or services from the California Connections: Business of California information cards on the wall (perhaps one related to an industry in their county’s economy today). Write the name of this good or service below “Cheese” on the chart and guide students through another cost/benefit analysis of the business that would make or provide the selected product or service, using the Costs and Benefits Icons and taping them to the Costs and Benefits Chart.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>d) Explain their own ideas and understanding in light of the discussion.</p> <p>Suggestion: Have students provide the reasoning they are using to make the selections.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Ask students whether or not the product or service they chose has the same costs and benefits as the cheese. <i>(Yes. The costs are money, labor, and natural resources. The benefits are money, jobs, and the product or service itself.)</i></p> <p>Point out to students that “Money” and “Natural Resources” are always on the “Cost” side of doing business, no matter what the business is.</p> <p>Ask them if the costs and benefits might have been different for businesses 100 years ago. <i>(No, natural resources were still needed, and they still were used up or cost something; the amount of the benefits may have been less, but they were still there.)</i></p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
Step 5	
<p>Redistribute students’ individual Students Workbooks. Tell them to turn to The Costs and Benefits of Business (Student Workbook, pages 8–9). Read over the instructions with students and have them complete it individually.</p> <p>Gather the information cards and the Cost and Benefit Icons.</p> <p>Collect Student Workbooks and use The Costs and Benefits of Business for assessment.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p>

Lesson 5: So Many Decisions to Make!

Students read a story about a grape farmer establishing her business. Students make the decisions for the character, guiding the direction of the story. They then write a paragraph describing choices a farmer has to make and the importance of those choices.



Use this correlation in place of the **Procedures** on page 120 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.3.4d: Use glossaries or beginning dictionaries... RI.3.4: Determine the meaning of general academic and domain-specific words...
Step 1	
Review the costs and benefits of businesses that students learned about in the previous lesson. Ask students to describe three main costs of doing business. (<i>Natural resources, labor, money</i>) Ask them to describe three main benefits of doing business. (<i>The product, jobs for people, money from selling the product</i>) Explain to the class that today they are going to read a story about a person who wants to become a grape farmer. Tell students that they will need to help the main character in the story make decisions about starting a grape farm.	SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Step 2	
Show students the cover of the <i>So Many Decisions to Make</i> reader and tell students that they will have to make choices at several points in the story to help the main character, Juana, and that they should raise their hand as if Juana were calling on them. Read <i>So Many Decisions to Make</i> with the class. As you read, have students vote to make decisions by raising their hands. Use a majority vote to decide which choice to make.	RI.3.1: Ask and answer questions...of a text... SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Step 3	
After reading the story, use the following questions to engage students in a discussion: <ul style="list-style-type: none"> What are some of the things business-people have to think about when they start a business? (<i>Where to put their business; where to get workers; where and how to get natural resources.</i>) How do the decisions that businesses make affect the community and the environment? (<i>They affect the land; they can create or take away jobs in the community; they use resources.</i>) 	SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<ul style="list-style-type: none"> How do the choices businesses and industries make affect the economy? <i>(They make products and offer services. They create or take away jobs that let people earn money so that they can buy goods and services, which makes money for the businesses.)</i> 	SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Step 4	
<p>Redistribute students' individual Student Workbooks. Tell them to turn to My Business Decisions (Student Workbook, pages 10–11). Read the instructions to them, so they understand their assignment. Tell students to complete My Business Decisions independently.</p> <p>Collect Student Workbooks and use My Business Decisions for assessment.</p>	<p>RI.3.1: Ask and answer questions...of a text...</p> <p>W.3.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts...and details.</p> <p>c) Use linking words and phrases...</p> <p>W.3.8: Recall information from experiences or gather information from print...sources; take brief notes on sources and sort evidence into provided categories.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases *in all content areas*. **CA**

Reading Standards for Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (**See grade 3 Language standards 4–6 for additional expectations.**) **CA**
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - d) Explain their own ideas and understanding in light of the discussion.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing Standards

- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b) Provide reasons that support the opinion.
 - c) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d) Provide a concluding statement or section.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b) Develop the topic with facts, definitions, and details.
 - c) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.

- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.